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Role of ICT In Language Teaching and Learning

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A great number of articles have been written about English language teaching and the use of ICTs (Information and Communication Technologies) during the last decade, achieving a laudable outcome. Recent literature has shown that the use of ICTs in the language classroom has a lot to offer to both learners and teachers, with learners enhancing their vocabulary, improving their reading and speaking skills, and with teachers having to hold a double role; the role of the educator and that of the facilitator, while having to cope with complex situations which include lack of training or lack of equipment in the language classroom. In this paper we shall review and present some representative studies on this field during the last decade.

Introduction

Teaching itself is an art. An art which, according to many teachers and researchers, is constantly changing depending on the era we live and teach in. Today, teaching stands before a milestone, a major shift. A shift towards teaching through technology, where trying to follow our times, we strive to prepare our students to embrace the new world that lies ahead them.

ICT and the Four Basic Skills of Language

Listening

Nachoua reports that the skill of listening is of key significance for English language learners to acquire. It is also a very intricate skill to teach. The concept of pronunciation, whether that is to understand or produce language, also raises problems for non-native speakers. Using CALL (Computer Assisted Language Learning) is a way to motivate language learners to take a dynamic role in their learning instead of acting as passive listeners. Helping learners develop listening skills can be achieved through a variety of multimedia instruments such as digital stories, Mp3 recordings or podcasts.

In Verdugo et al. Digital stories are embraced by children dearly as they combine interactivity, visual aids and repetition, while they motivate them through their topics. As listening comprehension is difficult to be taught, these stories help children develop this skill effortlessly, through a fun and motivational activity while developing linguistic structure, literacy, vocabulary, sound patterns and prosody which can ultimately lead them to learn the language. Additionally, children are familiarized with the ways one may employ to convey meaning to others using nonverbal communication such as gestures, facial expressions, pitch of voice etc. It is vital to point out that this social experience, as Verdugo et al. characterize it, takes place at the children's own pace as they are allowed to proceed that way. It is also crucial to mention that, notwithstanding the fascinating resources a teacher may find on the Internet, what is brought in class should not exceed the children's linguistic level and technological abilities. Furthermore, teachers have to ensure that the Internet environment in which the children learn is secure.

In Roussel et al. older learners use Mp3 recordings to increase their understanding on what they listen, with the recordings enabling them to pause and replay the parts they have inadequately understood, regulating their learning, while taking control over their self-regulation strategies which enable learners 'to better handle incoming spoken discourse'.

Speaking

As English today is regarded as a lingua franca, the skill of speaking has become a skill of paramount significance to acquire.

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Gungor et al. present that in an Online Foreign Language Speaking Class, virtual classes are designed having in mind principles of ELT and e-learning along with techniques that raise interaction, integrating vocabulary and use of English, while providing a stress-free environment in order to motivate even taciturn learners participate and produce spoken language. In order for such an outcome to be achieved though, learners must among other characteristics, be open-minded, motivate themselves and have basic technical knowledge. However, while learners are only required to have basic computer skills, on a tutor's level, that proves to be inadequate. The tutor's role, apart from being a transmitter of knowledge and a guide to the whole class, is also that of the facilitator; a multidimensional role including technological and administrative skills in order to avoid problematic situations. Another benefit provided by these two tools is that learners can benefit from authentic learning experiences rather than their usual routine, which will in turn motivate them to ask for more real communication hence, more chances to internalise language.

Waddel suggests another method to enhance students' speaking skill, through the use of digital video. A short film production through the use of WMM (Windows Media Player) which is a very basic programme, proved to enhance creative thinking, flexibility, originality, and elaboration along with inspiration, motivation and confidence to primary school students to use the English language. Additional motivation also emerged from the constant enjoyment students found in producing the film, while improving their technological skills. Gromik discusses that mobile phones are also favouring language learning. Using their video recording feature, students in Japan created 30 second weekly video productions which have been found to increase the amount of words they spoke in a monologue. Thus, allowing learners use their mobile phones for learning purposes serves two goals; producing more creative thinkers, as students experiment with audio and video captures and photos as well as familiarizing students with the use of MALL (Mobile Assisted Language Learning). Mercer et al. discuss on slightly different tone the fact that computer-based literacy activities can also enhance children's speaking skills by engaging children into the discussion of the topic, allowing them to share their thoughts and interact with their peers, along with making decisions and learning to justify them to their group. That however is a result that requires integration of the literacy activities with the teaching of the speaking and the listening skill.

Reading

Online reading is a task that appears to be necessary for the 21st century students. Therefore, the creation of a Web-based reading program called 'English Reading Online' was created to narrow the gap between reading and comprehension using online reading strategies. The effective use of reading strategies is known to amplify a reader's understanding. As technology has penetrated our lives, the perception of reading for comprehension through technology has to turn into a forward-thinking way of doing so. As Harrison and Singhal argue in Huang, Chern and Lin, "the ultimate goal is to enable students use strategies spontaneously" thus gain a better understanding of what is being read. Notwithstanding reading strategies having several benefits, there are several limitations such as the level of the participants, the classroom settings and the categorization of strategies which have to be taken into consideration before engaging into practice.

Castek et al. report that the development of literacy skills is a matter that stresses students a lot. Online adventure reading is a way to take all that stress away and turn it into enjoyment. Students today have this magic tool - the Internet, which can motivate them and help them improve their literacy skills. Also, encouraging students to visit online book clubs and interact with other readers enhances their critical thinking and provides them with skills and strategies which will enable them to make the most of the ICTs available to them. It is of course important to feel relaxed when doing so, hence to know how to use this new tool, not to see this as a convoluted experience, to enjoy collaboration and problem solving and to have positive prior experience on these topics. Students with negative experiences are more likely to gain less from this process. Developing positive disposition in the direction of technology will build a relationship between the learners and reading and writing which will allow them to increase their opportunities on every aspect of their lives in our world today which is an 'information-centred' one.

Larson suggests that e-books are an appealing and intriguing method to introduce reading to students in a classroom. Since today's classrooms are constantly changing through the use of technology, e-book reading could assist comprehension of texts through the potential they can offer, introducing students to a wide variety of reading material. As Kindle is the tool used in this study, it was found that it endorsed the integration of traditional and modern

literacy skills significantly. As discussed in the article, the two participating students showed different needs, fully met through a different individualized approach. One student showed "deep transactions with the text" while the other "struggled to understand the emerging plot or specific text features". For the second student, the use of tools such as the dictionary available enabled her to better understand bigger or unknown words, while changing to bigger fonts also facilitated her effort. Digital readers support both struggling and non-struggling readers as this article finally argues.

Struggling readers face difficulty in the area of reading comprehension while graduating school for many of them seems unattainable. Sternberg et al. discuss about the action that policymakers could take into consideration in order to help today's adolescents achieve higher goals regarding their education through the use of technology. This action can be translated into seven areas which are a) state-offered virtual courses and delivery systems, b) communication tools, c) artificial intelligence, d) word processors, e) new literacy practices, f) professional development and g) technology for parents. The article concludes stating that professionals in the educational field should commit to research so as to minimize the crisis that has surrounded adolescent literacy today.

Writing

Writing can be perplexing for many students since it requires correct use of grammar. Unlike spoken language, written language cannot use gestures or body language to explain what it is that needs to be understood or conveyed. Yusof et al. performed a study where they tried to identify the best way a teacher can use to teach the Passive Voice phenomenon. They used three types of classes. The first was 'the traditional-face to face way', the second was the 'integrative way' where both traditional teaching and web-based teaching were employed and the third type was the 'web-based way' where the only kind of teaching and materials were web-based What they found was that the integrated way proved to be the most beneficial for the learners, as well as that gender plays a non-significant role since the results were not dissimilar. It was also found that the level of the students changed towards improvement after the use of the integrated method, thus results of the post-test significantly

differed from the results of the pre-test. This study allows us to see that educators should use web-based material as they do improve their students' level using a free and easy to use tool. In their articles, Arslan et al., Lomicka et al. and Miyazoe et al. discuss the use of blog software and Tweeter are tools that can help students practice written language, engage with the language they wish to learn and of course to share their thoughts or feelings and reflect on them.

Promoting writing instruction through such an entertaining way enables more production of written language which might not have been produced otherwise. Students who also blogged rather than merely attending an in-class session showed better results from those who only received in-class writing instruction. Teachers should make use of this tool as it enhances writing performance while it is not limited within school walls as it can take place anywhere. The result the students who blogged seem to have was an improvement over those who did not, which indicates the value of the integration of this tool. Tweeting also seems to be a valuable tool to initiate the creation of community bonds, hence allowing the learners find out more about each other and build community bonds. In addition, when implementing forums, blogs and wikis at the same time, this seems to have positive results on students' learning progress since this blended approach allows them to study the differences which may occur in ways of expressing in English when using written language.

Van Leeuwen et al. observed that word processors are another way to help learners use the target language as it motivates them to do so. As ICTs enter our classrooms in the form of tools, they can facilitate this procedure to a great extent. Educators embrace this new tool as it allows students to share and construct knowledge in a place such as a primary school, where even the role of the teacher per se is converted to that of a guide or even a participant. It is however clear that this way of teaching cannot be holistically expected to bear fruit when the student level is that of a beginner, neither that a word processor can replace the teacher when, if anything, it complements it. In spite of their various benefits, as stated in many articles by many researchers, the effectiveness of ICTs in the teaching of writing to learners aged five to sixteen years of age is not saluted by everyone., (Andrews et al. in their article state that there is still room for research to indicate the benefits of the use of ICTs in assisting written composition. It is stated that further research in the form of

a "new kind of research... at the cutting edge of interface design in the service of learning' is needed.

Vocabulary

Mustafa et al. discusses that learning vocabulary has often been accused to be the last care of teachers as it is thought to be taught through reading and listening and perceived as 'incidental learning'. It is profound though that without vocabulary knowledge, learners feel that their understanding of language, whether that is written or spoken, is inadequate. Trying to alter the direction things have had until now, using online reading tasks to teach vocabulary appears to be of help. Through the use of computers, learners show signs of advancement, building their vocabulary and experiencing learning in different ways, through different methods than the ones they were used to. Moreover, they become motivated; hence their attitude towards learning is positive with the use of computer playing an important role. Adding to that, the Internet which has nowadays become part of our lives can add to vocabulary acquisition since its incorporation in the second language classroom will prove to be a prolific source of new vocabulary, given that the learners are trained and know how to use the Internet for this purpose.

In addition, vocabulary learning is also thought to be a boring task to complete by learners as vocabulary building can be a very long process, particularly for learners who have been brought up in today's digitalized world.

Yip et al. conducted research on the matter and showed that between the two groups used for the needs of the research with one being the group that would learn vocabulary through game playing and the other, the group that would learn vocabulary using the traditional face to face learning method, the first showed that playing online vocabulary games allows learners to learn better and be able to remember what they have learnt for longer as well as be able to recall more words than the second group that had no interaction with such games. It is possible that the justification for the first group showing more vocabulary acquisition is that learners are keen on being autonomous, something that the online games provide. Another reason can be the fact that these games are motivating and boost learners' confidence building in them a need for further development, while they provide learners with a less stressful feeling of learning. It is however discussed that adopting such a game for long-

term learning needs monitoring from teachers ensuring that learning progress continues to takes place. Thus, the role of teachers is to facilitate as well as to research on the matter, considering extending the impact game playing has today into a more cognitive building issues in order to promote and encourage active learning.

According to Dalton et al. vocabulary is the area where instructors seem to be at most in need of assistance. In order to help their students' acquisition of vocabulary, teachers require strategy use and resources as well as tools which will be available to them at any time and will allow their students transform their knowledge into production of written and spoken language, which is not feasible without vocabulary development. In order to achieve this, moving from the old, traditional ways to a digital learning can be of great assistance. The use of technology in learning supports learners, transforming them to strategic learners through its use. Hence, Dalton et al. refer to ten strategies for vocabulary learning through technology instruction. These are as follows,

- Learn from visual displays of word relationships within text.
- Take a digital vocabulary field trip.
- Connect vocabulary and learning with online vocabulary games.
- Have students use media to express vocabulary knowledge.
- Take advantage of online word reference tools that are also teaching tools.
- Support reading and word learning with just-in-time vocabulary reference support.
- Use language translators to provide just-in-time help for ELs.
- Increase reading volume by reading digital text.
- Increase reading volume by listening to digital text with a text-to-speech tool and audio books.
- Combine language learning and social service.

These strategies will not only help students understand the texts they read or perceive their concepts, they will also serve as meta-cognitive knowledge on how to apply what they have read and learnt to texts yet to come.

Loucky reports that in an effort to help students maximize their vocabulary learning, the use of CBDs (Computerised Bilingual Dictionaries) was examined at Japanese college students learning English as a foreign language. It appears that CBDs offer prompt access to the learner's unknown words assisting lexical

processing. Between English major students and Engineering major students, the later seem to learn the CBDs use easier. Finally, it was found that the students with more advanced level of English could use the CBDs easier that those with a lower level.

Similarly, learners use CALL (Computer Assisted Language Learning), their performance is of great interest, as is the outcome of their performance, their positive attitude towards language learning. Mahmoudi et al. performed a study which showed that there is a positive connection between the students' viewpoint and the outcome of what they have achieved regarding CALL and learning English vocabulary.

Utami similarly studied whether CALL is a constructive way to enhance vocabulary acquisition. The study included text, picture and video modalities which were combined with exercises and tests showing that the students who used CALL had a 'significantly high benefit on vocabulary acquisition' without which, language input cannot be understood by language learners hence reading a text and understanding it becomes a very difficult task to complete. Furthermore, it is discussed that along with other factors that make the use of CALL such a productive way to enrich students' vocabulary is the presentation of materials which facilitate 'student active learning' and vocabulary recall.

Pedagogy

In order to comprehend the changes that technologically integrated classrooms have brought to today's ways of teaching and learning, a variety of sources have been employed, such as digital game production, digital storytelling, digital moviemaking, classroom observation, and teacher lesson plans. As we stand on the milestone of ICTs in the language classroom, it seems that a communicative approach should be preferred to a teacher-centred model since it will enable learners move towards autonomy.

As Zhong et al. state, integrating ICTs into the classroom will result to a technology-induced pedagogy that is consistent with a learner centred approach teacher strive for, hence more interactive classrooms will finally arise. Benmayor argues that towards such an interactive classroom, digital storytelling aims to use a culture and experience friendly pedagogy to embrace

student technology skills and allow students to share personal experiences by sharing their cultural perceptions, become acquainted with new ways of thinking and express themselves through it. Willett, on the other hand suggests that Digital Production aims to bridge leisure and learning experiences of young people through a pedagogy that includes constructivism, constructionism and situated learning, allowing students to express the knowledge they have gained through the perspective of the producer rather than the one of the consumers. Thus, game designing and game playing can turn into scaffolding, knowledge acquisition and 'informal learning'.

Hofer et al. discuss that digital Moviemaking aims to induce PCTK (Pedagogical Content Technology Knowledge) along with powerful and at the same time accessible technology integration. In addition, while ensuring the application of academic disciplines and balancing the use of technology with a student-centred pedagogy, it considers the teaching of technology as a process that needs careful handling and requires to be introduced using the appropriate scaffolding.

Finally, on a teacher's note, and before discussing Teacher perspectives on the use of ICTs we should look at what Law discusses. Law suggests that there still is a great distance to be covered before claiming that we can provide our students with fully ICT-integrated classrooms. Notwithstanding PCTK becoming TPCTK (Technological Pedagogical Content Technology Knowledge) in a small period of time, it still does not cover what teachers need in order to incorporate ICTs in pedagogical innovations; cognitive, meta-cognitive, social and socio-meta-cognitive capacities. Teacher learning as professional development, needs to embrace the orientation and motivation that will enable educators enter a professional network of innovators and produce pedagogical innovation supporting their original goal, to educate in the 21st century.

Teachers Perspective

Hu et al. performed a study at an English teaching College in China, where the incorporation of ICTs into their classes was initially greeted by most teachers positively. It was discussed that guiding students towards autonomy would be achieved through the use of new technologies as well as to a more student-centred approach. However, a combination of inadequate ICT skills

along with a same wave length pedagogical expertise proved to be a hindrance to this effort, while the enthusiasm the teachers expressed at the beginning decreased due to shortcomings such as support and training shortage. Other than that, lack of investment also augmented the fact that this transformation was discontinued.

Gallardo del Puerto et al. discuss that the implementation of ICTs into a language classroom as well the extent of the implementation is quite related to the knowledge or training or attitude teachers have towards their use. It could be therefore suggested that further CALL training could increase ICTs use in classrooms. Instructors do not seem to use computers in order to enhance interaction and communication in their classes even though they believe in these two elements for language acquisition considering them particularly important. However, many teachers would incorporate ICTs more into their lessons presuming that they have received training acquiring technological and administrative skills which will allow them to implement new technologies into their classes and help avoid puzzling situations. Furthermore, it is hoped that proper interactive functionalities will be developed in the future. Finally, the study concludes that technological developments and teacher training in CALL should go 'hand-in-hand' and that only when combining technology with pedagogy we can expect successful results.

Conclusion

The use of ICTs in English Language learning and teaching is an area not yet fully explored. Both learners and teachers have a lot to gain by their use as well as to offer. Each aspect of ICTs whether that is online reading, CBDs aiming at vocabulary enhancement or computer-based speaking enhancing literacy activities provide learners of our times with invaluable knowledge, not just language-based but also multimedia-based ones. Additionally, we should not overlook the motivational value ICTs have on children and learners as well as the fact that ICTs have flexibility in their use which allows them to be used with both struggling and non-struggling learners, thus their educational value is multiplied. Teachers on the other hand, have to acclimatize to the idea that their role is constantly changing and that they shall have to gain knowledge of

how to use all these new tools. In order for that to be accomplished though, there shall have to be gestures both by schools and governments to offer teachers the opportunities to gain this knowledge and motivate them to do so through the acquisition of certificates, officially proving this newly gained knowledge. It is important that teachers know how to use ICTs in their classes in order to incorporate them into their way of teaching on a regular basis. Allowing our teachers to feel threatened by ICTs will result in the discontinuance of their use. Consequently, perceiving ICTs as an aid, rather than a peril, teachers shall not feel intimidated by their presence in their classrooms, which in every case, is not to make the notion of the 'teacher' an obsolete term in some dictionary in the future. Finally, we shall always regard ICTs as a means through which our students shall become acquainted with the world 'out there', broadening their horizons and realizing that since English is today regarded as a lingua franca, it is not merely the people from English speaking countries they can communicate with; it's rather a medium through which they may communicate with the whole world.

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The Plight of Micro Enterprises of Women in the Globalised Era

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Micro enterprises are accorded with high priority on account of its employment generation, income potential, low capital requirement, short gestation period, useful link with medium and large sectors, promotion of balanced regional development, utilization of local resources and production of exportable products. It trains the women to acquire entrepreneurial ability, obtain economic independence and act as an effective tool to eradicate poverty. So, micro enterprise sector is accepted as a key to sustainable economic growth. In order to convert subsistence economy of India into a healthy and growing one, it is necessary to take rapid strides in the industrial sector, so as to give gainful employment to the unemployed and full employment to the seasonally employed or under-employed in a wide range of different industries. World Business Council for Sustainable Development. International Research Centre, Canada, and Development Alternative s, New Delhi, have demonstrated sustainable development linkages based on the experiences of funding institutions to promote micro enterprises. In Latin America, women constitute 15 to 20 per cent of all employees, concentrated largely in the Commercial and Service sectors. In developing countries like India, with surplus labour and scarce capital, labour centered strategy is essential for maximization of employment. Micro enterprises are given importance in recent years due to capital crisis, mounting unemployment, continuing adverse balance of payment and regional imbalance.

Keywords: Micro Enterprises, Women Entrepreneurs and Commencement.

Introduction

A micro – enterprise (or microenterprise) is type of small business, often registered, having five or fewer employees and requiring seed capital of not more than \$35,000. The term microenterprise connotes different entities and sectors depending on the country. Generally speaking, in developed countries, micro enterprises comprise the smallest end (by size) of the small business sector, whereas in developing countries, micro enterprises comprise the vast majority of the small business sector-a result of the relative lack of formal sector jobs available for the poor. These micro entrepreneurs operate microenterprises not by choice, but out of necessity. Microenterprises add value to a country's economy by creating jobs, enhancing income, strengthening purchasing power, lowering costs and adding business convenience. Worldwide, the Micro Small and Medium Enterprises (MSMEs) have been accepted as the engine of economic growth and for promoting equitable development. The major advantage of the sector is its employment potential at low capital cost. The labour intensity of the MSME sector is much higher than that of the large enterprises. The MSMEs constitute over 90% of total enterprises in most of the economies and are credited with generating the highest rates of employment growth and account for a major share of industrial production and exports. In India too, the MSMEs play a pivotal role in the overall industrial economy of the country. In recent years the MSME sector has consistently registered higher growth rate compared to the overall industrial sector. With its agility and dynamism, the sector has shown admirable innovativeness and adaptability to survive the recent economic downturn and recession. As per available statistics (4th Census of MSME Sector), this sector employs an estimated 59.7 million persons spread over 26.1 million enterprises. It is estimated that in terms of value, MSME sector accounts for about 45% of the manufacturing output and around 40% of the total export of the country. In case of manufacturing sector, micro enterprises refer to those does not exceed twenty-five lakh rupees as capital and in case of service sector which does not exceed ten lakh rupees as capital.

Micro Enterprises of Women in India

In India, micro and small enterprises provide opportunities for women to own and lead enterprises. With 495.74-million-women woman accounting for 48.3% of India's population there is a significant potential for women owned enterprises to contribute to the growth of the Indian economy. A survey conducted in 2006-07, found that 12.99 lakh women managed small scale enterprises in India. The data was then categorized into "women enterprises" if the extent of ownership is more than 51% and "other enterprises". Globalization and economic liberalization have opened up tremendous

opportunities for development through micro enterprises. Due to modifications of livelihood strategies, Women's economic conditions become more vulnerable due to unequal distribution of resources. This in turn favors a policy for employment of women by increasing their access to credit through micro enterprises so as to enable them to acquire the capability and assets that can help to realize strategic gender need and economic independence. Micro enterprise development is viewed as an opportunity for providing gainful employment to the poor women and thereby improving their income and living standard using local resources as well as skills. These opportunities help women to go for training programmes related to their activity to upgrade their skills as well as to get information about the new areas where local demand is high for their products. Thus, these programmes aim at combining the local demand with local resources and maximize local linkages of managerial skills, which are important for local resources and maximize local linkages of managerial skills, which are important for the women to take decision about their productivity and lives. Micro enterprise development also involves identification of innovative and creative activates suited to the specific environment. An efficient banking system satisfies the needs of the poor human beings. Now banking and financial institutions are playing major role in the economic development of the country and most of the credit related schemes are for uplifting the poorer, underprivileged and marginalized sections of the society.

Table:1

Women Entrepreneurs in India

States	No. Of Units Registered	No. Of Women Entrepreneurs	Percentage
Tamil Nadu	9618	2930	30.36
Uttar Pradesh	7980	3180	39.84
Kerala	5487	2135	38.91
Punjab	4791	1618	33.77
Maharashtra	4339	1394	32.12
Gujarat	3872	1538	39.72
Karnataka	3822	1026	26.84
Madhya Pradesh	2967	842	28.38
Bihar	7344	1123	15.04
Other States & UTS	14576	4185	28.71
Total	64796	19971	32.82

Source: CMIE Report 2011

The above table depicts the fact that on an average 32.82 percent of the total registered enterprises were occupied by the women entrepreneurs in India. Among the states, Uttar Pradesh tops with 39.84 percent which is followed by Gujarat 39.72 percent. Kerala 38.91 percent, Punjab 33.77 percent, Maharashtra 32.12 percent, Tamil Nadu 30.36 percent, Other States and UTS 28.71 percent Madhya Pradesh 28.38 percent, and Bihar 15.04 percent.

Table: 2

Women Entrepreneurs in the Kanyakumari District

Year	Number	Trend %	Change in Number	Change %
2004-2005	23	100	0	0
2005-2006	69	300	46	200
2006-2007	35	152	-34	-49
2007-2008	19	83	-16	54
2008-2009	31	135	12	163
200-2010	78	339	47	252
Average	45	185	9	103

Source: Compiled from the records, DIC, Nagercoil.

As per the live registers of District Industries Centre, Nagercoil, a total of 255 registered women entrepreneurs were available in the district. The trend percent shows the growth rate of women entrepreneurs which indicate that there is an increase of 239 percent in the year 2009 -10 by taking 2004-05 as the base year. The change is apparent during the years 2005-06, 2008-09 and 2009-10 to the tune of 200 percent163 percent and 252 percent. However, the emergence of women entrepreneurs is getting on increased in the district. The researcher has taken 250 sample respondents as census study.

Entrepreneurship Experience of Women

Women entrepreneurs are key players in any developing country particularly in terms of their contribution to economic development. The

business experience of women entrepreneurship contains how they carry out the work, how many women joint together as a group, nature of business, how they disposing the stock, purpose of getting loan, repayment of loan, time lag in getting the loan amount and the scheme they got loan. The risk management of women in entrepreneurship for different industries may differ according to the capabilities of the group and individual units.

Table: 3

Entrepreneurship Experience of Women

Variables	Number	Percent	Cumulative percent
Type of Enterprises			
Tailoring & Garment Sales	49	19.6	19.6
Beauty parlor	51	20.4	40
S.T.D. Booth	19	7.6	47.6
Handicrafts	33	13.2	60.8
Cottage industry	28	7.2	68
Petty Shop	41	16.4	84.4
Catering services	12	4.8	89.2
Computer Typing	10	4	94.2
Xerox	7	6.8	100
Total	250	100	
Members in the work			
Individual	64	25.6	25.6
Group	186	74.6	100
Total	250	100	
Nature of business			
Small scale	250	100	
Large scale	-		
Total	250	100	
Number of days work			
6	204	81.6	81.6
7	46	18.4	100
Total	250	100	
Years of experience (Years)			
Upto 5	59	23.6	26.6
5 to 10	111	44.4	68.00
11 to 15	46	18.4	86.4
16 and above	34	13.6	100
Total	250	100	

Source: Primary Survey

As far as the nature of the enterprises, 20 percent each have beauty parlor and tailoring and garment sales, 16 percent Petty shops, 13 percent deal with food items, 8 percent are running S T D Booth, 7 percent each have Xerox and Coir industry, 5 percent run Catering services centres and the remaining 4 percent Computer typing. Enterprises may be carried either individually or in a group. Some of them can do it independently and most of them like to do the work in a group. All the 250 members are involved in small scale business. Majority of the entrepreneurs have the practice of working for 6 days a week which constitute 82 percent and the balance 18 percent work for 7 days. Among them 44 percent have 5 to 10 years' experience, 24 percent up to 5 years, 18 percent have 11 to 15 years and 14 percent have 16 years.

Problems in the Commencement of Micro Enterprises

The problems encountered by the women entrepreneur's range finances to market orientation and education. Their inability to understanding the dynamic structure of market coupled with lack of family support and access to finances are few major reasons which restrict the growth of their businesses. Moreover, the influence of their family members on their decisions jeopardizes the performance of their businesses, though; their involvement is helpful in a way that allows them to transport their products to the market and purchase of the raw material. They do believe that informal business strategy is enough for them than the formal strategy for business. Here a few problems were identified and were analyzed and ranked to know the importance of the problem.

Table: 4

Garrett Ranking for the Problems in Commencing of Micro Enterprises

Variables	Total Score	Mean Score	Rank
Raising capital	15758	63.03	I
Non - availability skilled workers	15486	61.94	II
Shortage of raw materials	15080	60.32	III
Lack of family support	13900	55.60	IV
More formalities	11674	46.70	V
Lack of entrepreneurial traits	11506	46.02	VI
Finding suitable market	10854	43.42	VII
Location Disadvantage	10504	42.02	VIII
Lack of motivation	10370	41.48	IX
Lack of Govt. support	9868	39.47	X

Source: Primary Survey

As per Garrett ranking, it is noted that the problems in commencing the business are mainly due to the finance that is in raising Capital, Non-availability of skilled workers Non-availability of raw materials, Lack of family support, More formalities, Lack of entrepreneurial traits, Finding suitable market, Location Disadvantages, Lack of motivation and lack of Government support. The average score is 50 and it is specifically observed that the acute problems were related to finance, labour, raw material and family support.

Table: 5

Factor analysis for the problems in commencing of Micro Enterprises

Variables	Factor 1	Factor 2	Factor 3
Raising capital	*-.708	-.190	*-650
Lack of family support	*-.842	-.155	.060
Lack of Govt. support	*-.675	-.170	.246
Availability of raw materials	-.449	.450	.396
Non-availability of suitable place	-.092	*.889	-1-.161
Non-availability skilled workers	.198	*.594	*.438
Lack of entrepreneurial traits	*.651	*.597	-.339
More formalities	*.949	.104	-.028
Lack of motivation	*.639	-.597	-.135
Finding suitable market	.470	*-.681	.357
% of Variance % of variance	38.69	26.22	11.23
Cumulative % cumulative%	38.69	64.92	76.14
% of total	50.81	34.44	14.75

Source: Primary Survey

Procedural Constraints: The variables filtered under this factor are more formalities right from registration till the commencement of the business, Lack of entrepreneurial traits, Lack of motivation, Raising capital, Lack of family support and Lack of Government support. This factor has a variance of 38.69 percent and possesses 50.81 percent out of total.

Location Constraints: Non-availability of suitable place, non-availability skilled workers, Lack of entrepreneurial traits and finding suitable market were identified in this factor and have been named as location constraints. This factor has a variance of 26.22 percent and possesses 34.44 percent out of total.

Financial Constraints: Finance which is the life blood of every business activity is the major constraint for the women to carry out their business successfully. This factor consists of difficulties faced in Raising capital and the Non-availability skilled workers. This factor has a variance of 11.23 percent and possesses 14.75 percent out of total.

Therefore, it is ascertained that for the women entrepreneurs in the district raising the capital is an easy task than to fulfill the formalities and to select a particular suitable location for their business.

Conclusion

Micro enterprises commonly share certain characteristics like fixed capital, low technology and a few workers. Micro enterprises come into existence out of either market driven or non-market driven forces. Market driven ones are managed and controlled by the entrepreneurs themselves. Market driven ones are managed and controlled by the entrepreneurs themselves. Women entrepreneurs have become a strong driving force in today's corporate world Not only are they able to equalize their duties of both motherhood and entrepreneurship but they also comprise of almost half of all businesses owned today. They involved in various business activities either individually or as a group. The survey which has been conducted among 250 women entrepreneurs in Kanyakumari District reveals the fact that they felt procedural constraints, location constraints and financial constraints hamper the commencement of business activities. The rural women are having basic indigenous knowledge, skill, potential and resources to establish and manage enterprise. Now, what is the need is knowledge regarding accessibility to loans, various funding agencies procedure regarding certification, awareness on government welfare programmes, motivation, technical skill and support from family, government and other organization. Moreover, formation and strengthening of rural women entrepreneurs' network must be encouraged. Women entrepreneur networks are major sources of knowledge about women's entrepreneurship and they are increasingly recognized as a valuable tool for its development and promotion. This network helps to give lectures, printed material imparting first hand technical knowledge in production, processing, procurement, management and marketing among the other women. This will motivate other rural women to engage in micro entrepreneurship with the right assistance and they can strengthen their capacities beside adding to the family income and national productivity.

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Innovative Methods of Teaching English Language

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This paper analyses the innovative and exciting methods to teach English language. Teaching English is not an easy task. To make it simple and better specific important methods are needed. The author tries to convey different, creative, attractive techniques to teach the English language easily. The purpose of this paper is to evaluate the traditional methods of teaching as well as a modern way of teaching and to suggest other useful teaching methods that can attempt in imparting knowledge to the students. Teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

Keywords: Innovative, Teaching, Methods, English and Language.

Introduction

The purpose of education is not just making a student literate but adds rationale thinking, knowledgeability and self-sufficiency. That's why teaching nowadays must include innovative methods that impart knowledge. Some innovative methods of teaching could be multimedia, the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience.

Importance of English Language

English, the official language of the entire world is a very tricky language to teach. Every language varies to teach. English is an ancient language and has undergone many forms of changes from Proto English derived from the Latin and the German culture to Modern English, which established after in the post Renaissance period. Each version was more straightforward than its previous. Present-day English is the most straightforward adaptation of an ancient language. Yet, it is still difficult to teach this language effectively, especially to those who speak English as a second language. To improve the communicative skills of learners, innovative teaching methodologies should be used or introduced to make the learning process enjoyable. Creativity is a prime factor of any student to develop her/ her lateral thinking in terms of learning a language. An English learning classroom should be created using interesting teaching methodologies to mesmerize and encourage students to learn the second language explicitly and implicitly.

Innovative Teaching

Innovative Methodologies in Teaching English Teaching materials, teaching techniques should be updated to the interest of the second language learners. Innovative teaching means creativity and novelty of the teacher who changes the style and method of teaching. All over the world, educational institutions implementing new ideas, methods, technology-based innovations to enhance the students' knowledge. Innovative teaching is necessary for the present and future of education to help students to reach their full potential. Innovative teaching is a necessity for all teachers to meet the educational needs of the new generations. Innovative methodologies like the use of games, role play, reading a newspaper, watching TV, referring to a dictionary, etc., should be used as tools in the classroom. Skill-based learning, knowledge-based learning is essential for the growth and development of students. The focus of learning a second language should improve the employability skills of the learners. However, teachers' competency for innovative teaching is a crucial factor influencing innovative teaching performance.

Innovative Methods of Teaching English
1. Enacting the Stories

Stories form a very integral part of teaching a language. The students can enact the stories of the plays. In this way, the students are personally engaged with the stories. They can bring their interpretation of the character

to life. It is exciting for the students to understand the characters and put themselves in their positions. It engages their creativity by allowing them to create the entire set, assign the characters and play it out according to what they had imagined. It helps them in learning the language. It will leave a deep impression on their mind. It also leads to personality development and helps them work as a team player and all the way the student was learning the language. For example, if Julius Caesar is taught using traditional methods of question and answer, students never understand the deep emotions of Brutus, the cunningness of Cassius, the loyalty of Antony, the tragedy of war, the brilliance in Antony's speech and many other such aspects of the story for which Shakespeare wrote the story of Julius Caesar. It has many benefits besides being a very effective method of teaching the language, and it helps to preserve the literature. At the end, the student will be able to answer questions without even preparing for it as an exam, besides the entire process is fun and not at all boring. Hence it ensures the learning process is complete.

2. Mnemonics Words - Words to Words Approach

Here the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the students, he can just go on saying mnemonics or its associated meaning in words. Here he goes on saying only words instead of a sentence, and once they come to a basic understanding of the meaning of a particular concept, then the teacher will explain in sentences. For example, in teaching language courses, this technique can be used as an effective medium by the teacher to develop word power.

- Word power increases.
- Dictionary must use widely.
- A teacher also gets to know many words on a particular concept.

3. Mind Map

Another innovative teaching method is Mind Maps. Mind maps were developed in the late 60s by Tony Buzan as a way of helping students make notes that used only keywords and images. It is a simple technique for drawing information in diagrams, instead of writing it in sentences. The diagrams always take the same basic format of a tree, with a single starting point in middle that branches out and divides again and again. The tree was made up of words or short sentences connected by lines. The lines that connect the words are part of the meaning. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes. A mind map can be used by teachers to explain concepts in an

Innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The key is to build up mind maps that make the most of these things building on our creativity, thinking and cross-linking between ideas that exist in our minds. As the recent research point that any particular information explained with the help of graph charts make a high impact in the minds of the people and keeping this as the core aspect, the teachers may try to picture the concepts and show the same to the students.

Example of Mind Map on Nature
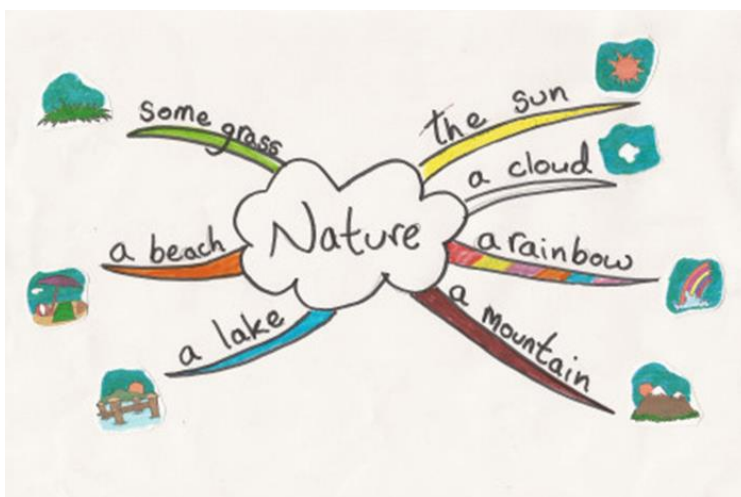
It would bring a very high impact on the minds of the students about a concept:

- Creates a clear understanding
- Improves Innovative thinking
- Enhances Creative Problem Solving

4. Teaching through conversations

Conversations are by far the most useful ways of teaching language. When a child learns his or her mother tongue by listening to the conversations made by others, the child is never taught the language but is

still able to percept the meaning and learns it automatically to use it in day to day life. No one ever teaches the kid the characters of the language or how to make sentences or the grammar of that language. The conversations alone teach the children. Hence conversations form a significant part of the teaching process. The sentence construction and grammar are not something that can be entirely taught by rules. They have to teach intuitively. That can only happen through a lot of reading and a lot of listening. It can be taken care of quickly as every conversation needs a topic. The topic can be given to the students in the form of written documents, which they have first to read, then form an opinion, and then have a conversation about it, or it can speak out. Then they can listen, understand, and also take part in the conversation.

5. Teaching with Sense of Humour – "Humour an Effective Medium of Teaching"

The sense of humourcan also be an innovative teaching method. Everyone loves a teacher with an infectious sense of humour. Being humorous is a challenge. Using humour in teaching is a handy tool for both the teacher and the student. Humour strengthens the relationship between student and teacher, reduces stress, makes a course more exciting, and, if relevant to the subject, may even enhance recall of the material. Students always like lively and delightful personalities, and that's natural. This method involves learning through delight. For example, games like word-Antakshari, Spin-a-yarn, Role-Playings, etc. are beneficial in developing their linguistic competence. Humour can relax people, reduce stress and tension, and thereby create an atmosphere conducive for learning and communication. It is easy to create humor in the classroom by reading books of jokes and to listen to professional comics. Observe reality and exaggerate it - much humour lies in observations about real life and truthful situations. If this method is used correctly, language-learning becomes more exciting and more comfortable. In conclusion, humour not only plays an essential role in the healing process but is also very important in education.

6. Newspaper

A newspaper is a valuable tool to teach students in the classroom. Reading English newspapers should be developed as a habit among students that will help them to improve their vocabulary and love for the language.

Though the newspaper's primary purpose is to provide news to the public, for students, it teaches about the nuances of the language through the news. Aunique component of the newspaper is that it can be used and read according to the interest of the readers. Every reader's interest is fed by different columns like film, sports, cuisine, politics, ecology, and science. Students will get a wide choice of selecting and reading a newspaper according to their top interests. Rixon's (2011) investigation showed that an integral part of teaching should be in teaching activities.

. Using the Multimedia

Multimedia sources like songs, movies, TV series, magazines, newspapers play a very vital role in improving our language. Multimedia helps the students to improve their language. This source is beneficial as it does not feel like education. It is something that the students will do in their spare time. The songs are the best way to communicate how to use a language to express our feelings. Movies are a widespread past time, but apart from that, most of the time, they are also very instructional and educational. Also, this method appeals to the students most of the time. They can connect with songs and movies. It helps them to understand the meaning of expressions, usage of tools of the language like comparisons, personifications, etc. These sources help them understand why such tools are necessary and also help them understand their usage. Hence this method is again very effective in teaching the language when traditional methods like reading newspapers, books, novels modified along with some innovative ideas the entire learning and the teaching process is enriched and guarantees inefficient success learning.

8. Creative Assignments

This creative method assignments require effort on the teacher's part. Assignments help the students learn something on their own, and most of the time, they have to research something than write something upon it. In languages, the students should give assignments in which they have to modify something that already exists. The students should be given the base knowledge and data and then ask them to modify the data. For example, the students can be given a base story and then ask them to modify a part of it. It engages their creativity and also helps them overcome their difficulty in writing. Above all, it lifts the pressure of creating entirely new. The students can do it

wholeheartedly and hence complete the learning experience that can gained from the assignment.

9. Teaching through Games

It is an exciting method of teaching. Students and children generally tend to like games and want to play them more and more. Traditional methods dictated for study and games to be separate, but the fact remains that the students tend to be more interested in playing games rather than sitting down to study. Any logical reasoning would dictate us to combine the two aspects to solve the problem. The games part of learning would help the students keep their interest as the desire to win is very strong. It keeps us going, and when included with different aspects of learning, the learning process would continue almost throughout the day without the children getting tired or bored of studying.

10. Word Games

An essential part of any language is vocabulary. To understand the meaning of the words and to use them in day to day life is a challenging task and games can help the students over come this difficulty. Games like scrabble, housie, etc. have been designed for this specific purpose. These games are just based on words and help the students develop their vocabulary. In addition to these elementary games can be played to help improve the word database of the students, such as simple dictation competitions, synonym competitions, words puzzle, anagrams, and hangman. All these games are very addictive and help a lot in improving our vocabulary as whenever the student hears a new word the first question that comes up is "what is its meaning?" and in this way the vocabulary improves and most of the times, we don't even have to consult the   dictionary.

11. Debates and Elocutions

Most of the time, competitions like debates and elocutions also help the students a lot in learning the language as the aspect of the competitions keeps them at best in conversations. It forces them to use the best possible construction of sentences to put forward their opinions and to use proper vocabulary etc. It is a vital tool in helping them learn the language. Also,

these competitions help them address large crowds, which is a very important part of personality development.

Conclusion

Krashen and Tarrell (1983) are of the view that 'Language acquisition can take place only when people understand messages in the target language.' Through understanding the level of students' learning abilities and capabilities, teachers can focus on providing a variety of activities to students to develop their language learning skills. A teacher should create a friendly atmosphere in the classroom in which learners would feel comfortable being a part of the learning process. The teacher should encourage and welcome ideas from the students without any prejudice. A teacher should give enough private space to students to allow them to think critically and develop their lateral thinking for their better future. Using innovative methodologies in teaching English in the classroom will pave a positive way for students to learn the language meaningfully. Students will understand the significance of learning English as a second language without any fear, which will help them to equip with the power of confidence and achievement. Teachers should involve wholeheartedly while designing tasks for students, as every student in the classroom should be involved and benefited. Teachers should also concentrate on providing active curriculum development for students with learning-driven nature instead of an examination-driven nature scenario.

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A Comparative Study on Job Stress Among Aided and Matriculation School Teachers of Tirunelveli District

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School is an environment of continuous interactions and social relations which may generate a psycho socially stressful work environment for teachers. For this study, teachers job stress is defined as teachers physiological, psychological, and behavioral response resulting from the demanding aspects of their work as a teacher stress levels of teachers are dependent on the individual teacher and the individual school, what is stressful for on teachers and the individual school, what is stressful for one teacher in one school may not be stressful from another teacher in another school. In teaching profession, distress has been linked to dissatisfaction with job and to negative affective and professional conservancies. In the present study, the attempt is made to identify the level of job stress of Aided and Matriculation school teachers from Tirunelveli district.

Keywords: Job Stress, Teachers, Aided Schools, Matriculation Schools.

Introduction

School is an environment of continuous interactions and social relations which may generate a psycho socially stressful work environment for teachers. Changes in teachers' profession and rote have impacts on teachers' job stress. Now teachers have to consider not first providing on –site education but also providing a life-long learning for students and they have to motivate students for their own individual learning. There is no agreement on a single definition as stress, but there have been some common views about it. First stress is accepted as a multidimensional concept, there are different dimensions of stress, and it consists of many variables and processes. Second stress is defined as meaning a group of related but distinct construct which differ from person to person that's why, stress in a perceptual concept in general, and stress can be defined as the physiological and psychological state that results when the recourses of the individual are not sufficient to cope with the demands and pressures of the situation. There is no comprehensive theory that fully defines job stress. Although it has been used in many research articles, researchers still discuss the meaning as it. In general, job stress is accepted as an ongoing process with multiple and continuous interaction between a number of elements.

For this study, teachers job stress is defined as teachers physiological, psychological, and behavioral response resulting from the demanding aspects of their work as a teacher stress levels of teachers are dependent on the individual teacher and the individual school, what is stressful for on teachers and the individual school, what is stressful for one teacher in one school may not be stressful from another teacher in another school. Aspects of the working conditions at schools, besides the personal characteristics of teachers influence the degree of teachers perceived job stress since this chapter confidents the effects of stress in terms of perceived working conditions of teachers of Aided and matriculation school teachers of Tirunelveli district.

In teaching profession, distress has been linked to dissatisfaction with job and to negative affective and professional conservancies. In the present study, the attempt is made to identify the level of job stress of Aided and Matriculation school teachers from Tirunelveli district. Total 528 teachers 264 teachers from Aided and 264 teachers form Matriculation schools were selected for the study. Convenient sampling technique is adopted

Table 1.1

Relationship between Age and their Perception Regarding the Level of
Stress towards Aided School Teachers

Sl. No.	Age and the Level of Stress	H. Value	Level of Significance	Results
1.	Working Environment and the Level of Stress	20.662	0.001	S.
2.	Salary and the Level of Stress	7.834	0.049	S.
3.	Nature of Work and the Level of Stress	7.106	0.068	N.S.
4.	Organizational Climate and the Level of Stress	29.293	0.001	S.
5.	Job Security and the Level of Stress	4.462	0.215	N.S.
	Overall Perception	1.442	0.695	N.S.

Source: Computed Secondary Data.

Table 1.2

Relationship between Age and their Perception Regarding the Level of
Stress towards Matriculation School Teachers

Sl. No.	Age and the Level of Stress	H. Value	Level of Significance	Results
1.	Working Environment and the Level of Stress	8.314	0.039	S.
2.	Salary and the Level of Stress	5.147	0.161	`N>S.
3.	Nature of Work and the Level of Stress	1.861	0.601	N.S.
4.	Organizational Climate and the Level of Stress	5.780	0.122	N.S.
5.	Job Security and the Level of Stress	4.719	0.193	N.S.
	Overall Perception	6.007	0.111	N.S.

Source: Computed Secondary Data.

Table 1.3

Relationship between Number of Members in the Family and their
Perception Regarding the Level of Stress towards Aided School
Teachers

Sl. No.	Number of Members in the Family and the Level of Stress	H. Value	Level of Significance	Results
1.	Working Environment and the Level of Stress	7.024	0.029	N.S.
2.	Salary and the Level of Stress	0.560	0.755	N.S.
3.	Nature of Work and the Level of Stress	5.419	0.066	N.S.
4.	Organizational Climate and the Level of Stress	1.223	0.542	N.S.
5.	Job Security and the Level of Stress	0.950	0.621	N.S.
	Overall Perception	0.470	0.790	N.S.

Source: Computed Secondary Data.

Table 1.4

Relationship between Number of Members in the Family and their
Perception Regarding the Level of Stress towards Matriculation School

Sl. No.	Number of Members in the Family and the Level of Stress	H. Value	Level of Significance	Results
1.	Working Environment and the Level of Stress	6.386	0.041	.S.
2.	Salary and the Level of Stress	6,295	0.042	S.
3.	Nature of Work and the Level of Stress	1.716	0.423	N.S.
4.	Organizational Climate and the Level of Stress	1.392	0.498	N.S.
5.	Job Security and the Level of Stress	0.914	0.632	N.S.
	Overall Perception	7.577	0.022	.S.

Teachers

Source: Computed Secondary Data

Table 1.5

Relationship between Designation and their Perception Regarding the
Level of Stress towards Aided School Teachers

Sl. No.	Designation and the Level of Stress	H. Value	Level of Significance	Results
1.	Working Environment and the Level of Stress	2.504	0.643	N.S.
2.	Salary and the Level of Stress	5.074	0.279	N.S.
3.	Nature of Work and the Level of Stress	20.800	0.0003	.S.
4.	Organizational Climate and the Level of Stress	7.002	0.135	N.S.
5.	Job Security and the Level of Stress	21.155	0.0003	S.
	Overall Perception	25.108	4.790	N.S.

Source: Computed Secondary Data.

Table 1.6

Relationship between Designation and their Perception Regarding the
Level of Stress towards Matriculation School Teachers

Sl. No.	Designation and the Level of Stress	H. Value	Level of Significance	Results
1.	Working Environment and the Level of Stress	2.159	0.706	N.S.
2.	Salary and the Level of Stress	17.431	0.001	S.
3.	Nature of Work and the Level of Stress	3.935	0.415	N..S.
4.	Organizational Climate and the Level of Stress	3.539	0.471	N.S.
5.	Job Security and the Level of Stress	6.338	0.175	N.S.
	Overall Perception	3.723	0.444	N.S.

Source: Computed Secondary Data.

Table 1.7 Relationship between Experience and their Perception Regarding the Level of Stress towards Aided School Teachers

Sl. No.	Experience and the Level of Stress	H. Value	Level of Significance	Results
1.	Working Environment and the Level of Stress	18.960	0.008	N.S.
2.	Salary and the Level of Stress	4.130	0.388	N.S.
3.	Nature of Work and the Level of Stress	25.587	3.830	N.S.
4.	Organizational Climate and the Level of Stress	9.917	0.041	S.
5.	Job Security and the Level of Stress	6.016	0.197	N.S.
	Overall Perception	5.145	0.272	N.S.

Source: Computed Secondary Data.

Table 1.8

Relationship between Experience and their Perception Regarding the Level of Stress towards Matriculation School Teachers

Sl. No.	Experience and the Level of Stress	H. Value	Level of Significance	Results
1.	Working Environment and the Level of Stress	5.468	0.242	N.S.
2.	Salary and the Level of Stress	7.126	0.129	N.S.
3.	Nature of Work and the Level of Stress	5.421	0.246	N.S..
4.	Organizational Climate and the Level of Stress	10.084	0.0390	S.
5.	Job Security and the Level of Stress	27.710	1.430	N.S.
	Overall Perception	10.455	0.033	S.

Source: Computed Secondary Data.

Table 1.9

Relationship between Monthly Income and their Perception Regarding the Level of Stress towards Aided School Teachers

Sl. No.	Monthly Income and the Level of Stress	H. Value	Level of Significance	Results
1.	Working Environment and the Level of Stress	38.226	5.009	N.S.
2.	Salary and the Level of Stress	18.916	7.805	N.S.
3.	Nature of Work and the Level of Stress	11.947	0.002	.
4.	Organizational Climate and the Level of Stress	46.757	7.030	N.S.
5.	Job Security and the Level of Stress	0.208	0.900	N.S.
	Overall Perception	6.321	0.042	S.

Source: Computed Secondary Data

Table 1.10

Relationship between Monthly Income and their Perception Regarding the Level of Stress towards Matriculation School Teachers

Sl. No.	Monthly Income and the Level of Stress	H. Value	Level of Significance	Results
1.	Working Environment and the Level of Stress	3.831	0.429	N.S.
2.	Salary and the Level of Stress	8.256	0.082	N.S.
3.	Nature of Work and the Level of Stress	10.876	0.0279	S.
4.	Organisational Climate and the Level of Stress	15.435	0.004	S.
5.	Job Security and the Level of Stress	9.959	0.041	S.
	Overall Perception	10.518	0.038	S.

Source: Computed Secondary Data.

Findings

Kruskal Wallis H test is used to find out the relationship between Age, Number of family members, Designation, Experience, Monthly income and Stress. It is concluded form Kruskal Wallis H test that.

- Age does not influence the level of stress towards aided schools and matriculation school teachers in Tirunelveli District.

- Number of members in the family does not influence the perception regarding the level of stress towards aided school teachers in Tirunelveli District.

- In the case of Matriculation school teachers Number of members in the family influence the level of stress.

- Designation does not influence the level of stress towards aided school and matriculation school teachers in Tirunelveli District.
- Experience does not influence the perception regarding the level of stress towards aided school teachers in Tirunelveli District.

- In the case of matriculation school teachers experience influence the perception regarding the level of stress. Monthly income influences the level of stress towards aided schools and matriculation schools in Tirunelveli District.

Conclusion

The overall aim of this study is to identify and compare the perceptions of working conditions and job stress among and matriculation teachers of Tirunelveli district and perceptions of effects of job stress on these teachers. It is necessary to mention that aided and matriculation school teachers are difference in demographic, economic, and social. But there are some similarities in teacher's perception on their working condition and job stress. Its terms of stress sources, the two groups of teachers mainly have similar opinions about management or administrative authority, interpersonal relationship and organizational climate but in the case of matriculation school teachers they opined that job security, No promotion, salary are the factor creates stress for them. It can be concluded from the analyses that both the

school teachers were partly satisfied and experiencing stress from their job overall. These can be results of unfavorable job condition and job types for the school teachers.

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Value Perception of Prospective Teachers of Kanyakumari District

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The present study aims at investigating value perception of Prospective Teachers of Kanyakumari District. The sample consists of 100 Prospective Teachers of Kanyakumari District. A self-prepared and standardized Value Perception Questionnaire was used for data collection. The data was analyzed by using mean, standard deviation, 't' test and F-test. the results of this study revealed that there is significant difference between Value Perception of prospective teachers of Kanyakumari district based on Locality of Institution, Type of Management, Educational Qualification, Optional Subject, Locality of Residence and Type of Family.

Keywords: Value Perception, Values, Education, Prospective Teachers, etc.

Introduction

Education is the manifestation of the perfection which is already in man. Swami Vivekananda said that education should give us character that would make us flower into the best of humans full of love, self-confidence, self-reliance, fearlessness, compassion and a spirit of service. The contemporary view of education is that it can create, develop, modernize and strengthen any civilization. It is a significant tool for ultimate development, the educational well-being of the society ensures a moral and social commitment to it. Learning is a universal source of reinforcement and every human being needs learning to

make the world a comfortable place to live. Proper knowledge leads to proper action; proper action leads to progress, prosperity, peace and happiness. Education must endow humans with a mindset and behavior pattern which is conductive to a happy, constructive and purposeful life, which helps them to achieve the final aim and goal of human birth. Thus, end of the education is character and end of the culture is perfection. The ethics of teaching is based on the rich ethical inner self of the teacher. Teachers abilities would include not only knowledge but also skills, competencies and with ethical values.

The ability to build and sustain relationship with the students to innovate, to develop new educational programmes, to meet the changing demands of the society and most importantly to include human values among   students. A student is like a seed, which needs constant showering of knowledge advice and guidance to bloom into a beautiful flower. It is mainly the teacher whom he/she depends upon for this nourishment. So the aim of true education is to make a perfect human being in terms of service to mankind and deliverance of one's soul. True education should break all bondages and make men and women worthy human being. It is also true that there will never be true education until each and every teacher realizes the ultimate purpose of education and himself/herself a person of ethical/human values.

Education, which has a fundamental role to play in personal and social development, has been used to create a more skilled work force, but often at the cost of the development of the whole person. The long-term goals of human values and moral principles tend to become less important when they have to compete with more immediate economic considerations. Furthermore, whether industrialized or not many countries in the region are still in the process of democratization and require enormous effort in the dissemination of the principles of universal values, such as human rights for all, and in the promotion of a culture of peace and tolerance. To this end, education for peace, human rights and democracy [that is, international and values education] should receive more attention and greater priority. Education is a methodical effort towards learning basic facts about humanity.

The family system in India has a long tradition of imparting value education. But with the progress of modernity and fast changing role of the parents, it has not been very easy for the parents to impart relevant values in their wards. Therefore, many institutions today conduct various value education programs that are addressed to rising problems of the modern society. These programs concentrate on the development of the children, young, adults etc. focusing on areas like happiness, humanity, cooperation, honesty, simplicity, love, unity peace etc. How can we develop citizens who

can bring about the transformation of the culture of violence; in tolerance and greed to one of peace, non-violence and respect for one another? These are not going to be achieved with the click of a finger. There is no readymade solution waiting to be adopted values cannot be forced, even if conveyed with good intentions. No real integration or internalization of a value can be achieved unless the learner agrees with it.

Need and Significance of the Study

The inculcation of values is by no means a simple matter. There is no magic formula, technique, or strategy for this value education in all its comprehensiveness involves developing sensitivity to values, an ability to choose the right values, internalizing them, realizing them in one's life and living in accordance with them.

Nations are made of people. People are made of children. Children are made by teachers. Building a nation takes time; it is all based on the values we teach our children. A teacher has to generate the energy in one-self with which he or she becomes invested with dynamism and a spirit of dedication and handle it in ones work of educating the boys and girls that resort to him or her. A teacher has not only to instruct but also inspire the students. He or she has to influence the life and character of his or her students and equip them with ideas and values which will fit them to enter the stream of national life as worthy citizens. A teacher has to do all these during the years when the children are in school. If teacher is personally committed to the values and practices them in his/her own life, it is foregone conclusion that his/her students will imbibe the values for which teacher stands. Therefore, if values have to be nurtured in children it would be crucial that their teachers function as role models.

It is said that values are not taught but caught and children catch the values from the environment in which they breathe whether home or school. So we can undoubtedly as certain that of all the factors contributing to national development in education, the teacher is the most important. Effective teachers are not only better communicators of knowledge and skills but are also a source of inspiration, transformers of personalities and models of value preferences. It is on his personal qualities and character, his educational qualification and professional competence his attitudes and values that the success of educational endeavors must ultimately depend.

The technological advances tell a lot about Pedagogical practices and the evolution, of the learning environment, the role of values in education gets for less attention. This seems strange, given that developing a basic set of values has always been a cornerstone of a student's education. Value system includes qualities of good citizenship, character awareness of efficiency and teachers have a central role in imparting these values to students. Thus the investigator wants to study the Value Perception of B.Ed. students in Kanyakumari District.

Background of the study

Rippen Gill and S. Jaswal (2017) conducted a study a "Impact of Parent's Education and Occupation on Children for Learning Values through Teaching Values Programme." The purpose of the study is the present study was undertaken to assess the impact of teaching values programme on 5 to 7 years old urban children. The study was based upon the sample of 450 children of a randomly selected of Ludhiana city. A 'Teaching values' programme was designed to inculcate eleven universal values in children by means of stories, songs, discussion art etc. A Self structured socio-demographic performa and teaching values questionnaire was used to collect relevant data for present study.

Helena Alves (2010) conducted on study on "Perceived value index in higher education." The purpose of the study is to find an index of perceived value by students in higher education, and whether this perception is affected by age, gender, number of registrations, and field of study and work experience of the students. The index was calculated based on the Methodology used by the Customer Satisfaction Indexes. Thus, a score of perceived value was calculated by estimating a structural equation model that takes into account both the antecedents of value (image and quality) and its consequences (satisfaction and loyalty). The sample consists of 2687 students of Portuguese public universities. The results show that on a scale of 1 to 100, the perceived value index is only 51, and that this perceived value decreases with student age and number of registrations. It was also found that the perceived value varies with the fact that students already had or not work experience and with the field of study. It was further observed that the perceived value does not vary with student's gender.

Statement of the Problem

The problem for the present investigation is entitled as "Value Perception of Prospective Teachers of Kanyakumari District."

Objectives of the study

- To prepare and validate a tool for measuring the Value Perception of prospective teachers of Kanyakumari District.

- To find out the level of Value Perception of prospective teachers of Kanyakumari District.

- To find out if there is any significant difference between Value Perception of prospective of Kanyakumari District based on Locality of Institution, Type of Management, Medium of Instruction, Educational Qualification, Optional Subject, Gender, Marital Status, Locality of Residence and Type of Family

- To find out if there is any significant difference among Value Perception of prospective of Kanyakumari District based on age group.

Hypotheses of the Study

- There is no significant difference between Value Perception of prospective teachers of Kanyakumari District based on Locality of Institution, Type of Management, Medium of Instruction, Educational Qualification, Optional Subject, Gender, Marital Status, Locality of Residence and Type of Family.

- There is no significant difference among Value Perception of prospective teachers of Kanyakumari District based on age group.

Analysis

Table - 1

Difference between Value Perception of Prospective Teachers of

Kanyakumari District

Variable	Category	Number	Mean	Standard Deviation	t-value	Result
Locality of the Institution	Urban	50	25.08	1.04	7.89	Significant
	Rural	50	29.46	3.78		
Type of Management	Aided	50	29.46	3.78	7.89	Significant
	Private	50	25.08	1.04		
Medium of Instruction	Tamil	18	28.38	4.13	0.27	Not Significant
	English	82	27.02	3.49		
Educational Qualification	PG	37	28.59	3.74	2.86	Significant
	UG	63	26.49	3.17		
Optional Subject	Arts	59	28.45	3.70	4.72	Significant
	Science	41	25.56	2.41		
Gender	Female	94	27.31	3.44	1.65	Not Significant
	Male	6	26.5	3.43		
Marital Status	Married	20	28.75	3.83	0.26	Not Significant
	Unmarried	80	27.27	3.29		
Locality of Residence	Urban	50	25.56	1.04	7.89	Significant
	Rural	50	29.46	3.78		
Type of Family	Joint	34	28.38	3.80	2.19	Significant
	Nuclear	66	26.69	3.26		

(At 5% level of significance the table value of 't' is 1.96) \

     The above table shows that the calculated 't' values are greater than the table value of 't' (1.96) for Value Perception of Prospective Teachers of Kanyakumari District with reference to Locality of Institution, Type of

Management, Educational Qualification, Optional Subject, Locality of Residence and Type of Family.

Table- 2

Difference among Value Perception of Prospective Teachers of Kanyakumari District.

Variables	Category	Number	Variance	df	'F'value	'F'critical value	Result
Age group	21-25 years	73	10.59	2	1.25	3.09	Not Significant
	26-30 years	25	18.30				
	Above 30 years	2	0.5				

The above table shows that the calculated F- values are less than the critical value of F. Hence there is no significant difference among Value Perception of Prospective Teachers of Kanyakumari District with reference to Age group.

Discussion

- This study indicates that there is significant difference between Value Perception of prospective teachers of Kanyakumari district based on their locality of institution. On comparing the mean scores, it can be interpreted that the prospective teachers whose locality of institution is rural have more value perception.
- This study indicates that there is significant difference between Value Perception of prospective teachers of Kanyakumari district based on their Type of management. On comparing the mean scores, it can be interpreted that the prospective teachers from aided institutions have more value perception. This is because that the aided intuitions may follow strict rules and regulations to maintain discipline and values.

- This study indicates that there is significant difference between Value Perception of prospective teachers of Kanyakumari district based on their Educational Qualification. On comparing the mean scores, it can be interpreted that the prospective teachers whose Educational Qualification is PG have more value perception. This is attributed to higher educational level.
- This study indicates that there is significant difference between Value Perception of prospective teachers of Kanyakumari district based on their Optional subject. On comparing the mean scores, it can be interpreted that the prospective teachers whose Optional subject is arts have more value perception. It is mainly because of the democratic spirit and cognitive approaches in those subjects.
- This study indicates that there is significant difference between Value Perception of prospective teachers of Kanyakumari district based on their locality of institution. On comparing the mean scores, it can be interpreted that the prospective teachers whose Locality of residence is rural have more value perception.
- This study indicates that there is significant difference between Value Perception of prospective teachers of Kanyakumari district based on their type of family. On comparing the mean scores, it can be interpreted that the prospective teachers whose type of family is joint family have more value perception. This is because traditional values imparted in joint families.

Conclusion

Value-crisis in India has to be checked by one by one and all concerned with it directly or indirectly. Then and then only we can hope to see the bright future of the countrymen and see India as prosperous nation. There is need of re-consideration, re-planning and re-execution. Let us also follow the views of different Commissions on education for values and act wisely and rightly. Education has aims to modify the nature of the educational and not more to supply a certain amount of knowledge. Education which has a fundamental role to play in personal and social development has been used to create a more skilled work force, but often at the cost of development of the whole person. Education is a methodical effort towards learning basic facts about humanity. The family system in India has a long tradition of imparting value education. But with the progress of modernity and fast for the parents to impart relevant values in their words. Therefore, many institutes today conduct various value education programs that are addressed to rising problems of the modern society.

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Handling Student Unrest and Behavioural Problems

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'Black' colour is sentimentally bad but, "Every Black board makes the Student Bright". -A.P.J. Kalam. The importance of education is highlighted in Islam as "Attainment of knowledge is a must for every Muslim" (God Believer). Knowledge without action is useless because, a learned person without action would be the worst of creations on the day of Resurrection. Fast paced life and growing tendency to depend on technology is adversely affecting the art of communication. The lack of expression often leads to various social and behavioural problems such as lower-self-esteem, lack of interest in studies etc. This paper tries to explore the various ways and means of handling student unrest and behavioural problems in a literary point of view.

Keywords: Explore, Identity, Rapport, Culture, Flexibility and Dimension.

Introduction

Every student is a small living world. When you live with students, let your affection flow both from your face and heart. Teaching is not a thing rendered by an ordinary teacher. It is a kind of noble profession performed by a devotee of education. It is the duty of a teacher to get to school every morning as punctual as the rising sun and as pure as the morning dew. Nature the best teacher.

Salutation to the Dawn

Entering the class with a smiling face like a balmy summer breeze that blows through in a flower garden and greet your students in the morning.

Adorn your Classroom with posies

Entrust to some students the task of keeping a flower-vase on the table in the classroom and decorating it every day with a branch of fresh flowers.

Keep a Smiling Face

Always teach with a smiling face just like the morning –blossomed flower that ways in the wind. Make the students grin with delight as you teach in the class as if they enjoy a moonlit dinner.

Quoting Famous Sayings

Begin the class quoting a few popular sayings or proverbs or thought-provoking words of great personalities.

Keeping Confrontation of Opinion

Always look at the students and watch their facial expressions as you teach. Illustrate, compare, read, act and use gestures and body languages while teaching.

Keeping Patience

Never look with a weary gesture or restless as you teach. When you speak in the class don't prattle or mumble or say anything hurriedly.

Giving Significance to Students

When the question arises as to which should be given importance whether the student or the lesson always give importance to the students.

Comprehending the Students attitudes and ideas

Students when they come to learn, never come with bookish knowledge alone. They start school with long cherished dispositions, attitudes and beliefs. Hence understanding of students play a vital role in innovative classroom management.

Giving Considerable Liberty in Classroom handling

Building a democratic climate in the class of as to without fear. Give some time for students to think and answer the questions.

Handling Innovative Practices

Do not always employ the same method for all lessons throughout the year. Fellow novel teaching techniques and plunge the students into Surprise and delight them every day.

Freedom of Speech

See that all students interact or participate in the learning task at least for ten minutes in a one-hour class.

Practicing Innovative Techniques

Giving many simple examples to explain a concept would enable a teacher for the effective classroom management use simple sentences that could be understood by all.

Writing on the Blackboard

Assign the class leader the responsibility to write on the chalkboard an adage or a pithy statement that provides the food for thought.

Taking Notes

Teaching and re-teaching the important concepts of the lesson would enable to maintain an effective classroom management. Tell the students to

take notes as you teach. Teaching facts, but also teacher how students should translate the facts into knowledge and apply them wisely and courageously life. Showing an object to arise interest in the classroom. Instead of jingling with empty talks about things, show the object in the class. It is better, to show the children the shapes of leaves of different plants rather than just describing a leaf orally.

Encouraging Group Discussion

Encouraging group discussions in the class relevant to their lesson would enable an effective classroom management system

Encouraging Teaching While Learning

Selecting a few brighter students and encouraging them to teach the slow-learning students in the class would enable a teacher to maintain an effective harmonious classroom.

Utilize Teaching Strategies

Using teaching strategies would kindle the intellectual curiosity of the students. Teach in such a way that the students start liking the subjects you teach.

Objectives Teaching

Teach with a specific objective in mind, with hints close at hand. Do not finish the lesson starting somewhere, talking something else, digressing in the middle and ending nowhere. Relevant Teaching write only significant points clearly on the chalkboard. Do not confuse the students by scribbling irrelevant or unwanted things on it.

Questioning

Starting with a simple question, move to the difficult and the deeper ones gradually. Accept only the complete and correct answers from students. Ask a good number of questions while teaching and giving opportunities to students for expressing their idea. Don't go on talking by yourself the whole class hour.

Ask a question not to test students' knowledge but to find out whether they think and give answers.

Annoying

Don't get annoyed when a student doesn't know the correct answer and stands blinking his eyes. Use not harsh words when a student gives an incorrect answer.

Summarizing

Always spend the last five minutes of the period to summarize the main points of the lesson.

Rejoice

When you teach, the students who have rejoice. Those who have absented themselves from the class should be longing for your class.

Avoid Funny Mannerism

Avoiding funny mannerism as you teach.

Be Democratic

Being a democratic teacher would enable one to encourage. students to express what they feel without any fear. Do not behave like on dictator and dominate the class.

Cultivation of Good Behaviour

Cultivate one good behavior every day among students would enable to develop healthy classroom handling. Always speaking naturally in your class make low students active and comfort inside the classroom while speak gently so that every student hears you distinctly. They to improve your voice by regular practice, for tone is an invaluable asset to a teacher. A record each

student three basic needs-acceptance, love and a sense of security in your classroom

Forgiveness

Learn to forgive the students for their faults. Be prepared to forgive they not one, but myriad times. Cultivate responsible behaviours among student right from childhood. Give them responsible.

Give their freedom

Let Responsibility and freedom go hand in hand. Teach your students to self-evaluate their own special talents and encourage them to respect and appreciate their own talents. Ask the students to say to the whole class what they want to be or achieve when they grow up. Use the community resources around the institute while you teach students. Read the relevant news items. Be humorous in situations. Usage of good proverbs, value-based messages like Thirukkural- character is more precious than life "would make the students ethical 6 moral. Thought providing sentences like hands are enough to build a house, but a family, hearts are needed". Would make a spark in the students' hearts.

Promoting General Knowledge

Great historical events, important events of national leaders, philosophical ideas, smile therapy in grief, utility of waste goods, positive attitude, achievement motivation, would environment blissful and serene. Teach ethical values a normal value to fact is better to teach to adventure the beauty of nature to the blur in writing poetry. Teach the importance to value of friendship. Wish your students and congratulate them often. Bleus your students on memorable occasions, praise your students whole heartedly. Involve your students debates and dramas, verse-writing and develop their where potentials skills. Convert a talkative student to become an orator. Teach your students patriotism unity in diversity. Encourage slow-learners. Use kind words rather than punishments. Invite environment scholars and specialists to and arrange guest-lectures. Enhance the students reading skill. cultivate reading habits save the sacredness of teacher-student relationship.

Educational Tours

Entertain an educational tour to the neighbouring states to get rid of tediousness of the students.

Conclusion

The importance of education is highlighted in Islam as "Attainment of knowledge is a must for every Muslim". knowledge without action is useless because a learned person without action will be the worst of creatures on the day of Resurrection. Small Talk ....not so .....small !Fast paced life and growing tendency to depend on technology is adversely affecting the art of communication. The lack of expression often leads to various social and behavioural problems such as lower- self-esteem, lack of interest in studies etc. Nature teaches as many things, but we won't consider anything. If something is considered, our life will progress. Mountains teach us thoughts should be high Breese teaches us "don't be shy". Rivers teach us to be active. Trees teach us not to be possessive. The sun teaches us to be bright. The birds teach us not to be frightened. These are some, but there are sum. Take Nature as a Teacher. The main purpose of acquiring knowledge is to bring us closer to God. I wish to end this write-up with Prophet Mohammed's words: "O Lord increase us in knowledge". This line summing that knowledge can never end, we can increase knowledge every day.

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Teach with Magic: An Innovative Strategy

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Curriculum in schools across the globe modernizes and becomes more learner centred and try to provide more entertainment with educational value. Researchers, educators and educational psychologists are in continuous search of innovative teaching-learning methods or strategies to engage the students in creative and interesting ways. In the arena of learner-centred pedagogy, if one wants to excel in the field of teaching, he or she must try a variety of techniques to reach students, and have additional skills or resources such as magic tricks, puzzles, humorous cartoons, humorous anecdotes, interesting stories, citing real-life examples, etc. in his or her teaching armoury to provide the content in a way that will be remembered and keep students engaged in learning. Keeping the students motivated and engaged in learning is not an easy task for many teachers. One way to engage students is to incorporate humour in teaching. Humour is an often-overlooked skill in teaching as the teachers are not trained in the use of humour and it is not a part of any curriculum and they consider teaching is a serious business and they are not supposed to be entertainers.

Keywords: Humour, Effective, Teaching and Students.

Magic is one of the twenty modalities of fun identified by Lesser & Pearl (2008) that can be effectively used at all levels of teaching from schools to colleges. It is among the oldest of the performing arts which has the ability to capture and hold the inquisitive minds of children and adults alike. Use of magic in the classroom is a growing trend with educators at all levels (Elder,

K, et.al., 2019). It can be used as a teaching tool as well as an 'ice-breaker'. The 'Primacy and Recency Effect' as well as 'Zeigarnick Effect' gives a strong for the use theoretical basis magic as an 'ice-breaker' in the class. A very innovative way to maximize the chances for strong and lasting engagement and motivation of students is to use magic (Hatziapostolous, 2019). Magic tricks injected with humour can break the monotony of a lecture, make students more receptive and engage them in active learning. It has many benefits in teaching such as it captures and retains student attention, expands student comprehension and increases opportunity for memory retention.

Theoretical bases for use of magic tricks in classroom

Primacy and Recency Effect

People tend to remember what they heard at the beginning and end of any cluster of information, be it a learning module, a speech, a story or a performance. In other words, people tend to pay attention to beginnings and endings. This phenomenon is known as Primacy and Recency Effect (Tamblyn,2003).

Zeigarnick Effect

During 1920s a German researcher named BlumaZeigarnick discovered that interrupting a task periodically, even one that was going well could lead to substantially better recall. This phenomenon is known as "Zeigarnick Effect" (Tamblyn, 2003). During a lecture, a good strategy is to create more beginnings and endings. A break in our lecture can be provided by the effective use of magic. As the attention span of students is limited, magic can be used to re-energize the class. This gives a theoretical base to use magic tricks as a 'warm up exercise' or as an 'ice breaking' during a lecture. When magic is used in this way, it does not have to relate to the material being presented.

Operational Definition
Magic tricks

The term magic tricks in this article include only simple tricks that can be performed as close-up or as stage magic by using natural objects like pencil,

coins, playing cards, match sticks, towels, or with simple magic instruments by the teacher.

Literature Review

Although not a major focus in education, research has been conducted, throughout the past few decades, regarding the use of magic tricks by teachers in the classroom. Educators, magicians, psychologists, medical practitioners and occupational therapists have described a wide range of benefits from learning to perform magic tricks. Windley (1976) wrote a book on 'Teaching & Learning with Magic' describing how to perform magic tricks in the classroom and develop key skills. The article entitled "Magic as motivation for handicapped students" by Frith& Walker (1982) provides ideas and approaches that can be applied to all students regardless of differing cognitive or physical abilities. They also conclude that magic can be used in teaching as a strategy for demonstration, enrichment or engagement.

The use of magic has recently been gaining attention in advancing areas of science such as cognitive neuroscience (Martinez-Conde & Macknik, 2008), biology (Kuhn & Land, 2006) and cognitive psychology (Kuhn et.al., 2008). Magic tricks can be used to teach psychology (Solomon,1980), communicate specific concepts in mathematics (Simson & Holm,2003), computer science (Curzon& Mc Owan,2008) and chemistry (Haub,2001). Ruiz (2006) used magic tricks to teach Laws of Newton and some other concepts in Physics. Mc Cormack (1985) used magic tricks to teach science lessons to third grade students. Mc Cormack and Siegelman (1985) proved that magic tricks can be used for boosting students' critical thinking skills. Bowman (1986) effectively used magic tricks as tools to teach guidance lessons to elementary school children. He also wrote many books on magic tricks that can be easily mastered and described the potential life lessons that can be gained from each trick (Bowman, 1986; Bowman,2002: Bowman,2004).

The study conducted by Levin (2007) reveals that magic-based intervention can boost self-esteem and positive behaviour of severely emotionally disturbed children. Lesser, L.M & Glickman, M.E. (2009) explored the role of magic tricks can play in the teaching of probability and statistics, especially for lectures in college courses. Possible benefits identified include student engagement, a focus on conceptual understanding, development of critical thinking, and an opportunity to reflect upon the role of assumptions and estimates of probabilities.

Teach with Magic

In 2011, Kevin, Spencer launched an educational curriculum 'Hocus Focus' that involves magic-based lesson plans designed to promote students' motivation and key learning skills, including individuals with learning and emotional challenges. He conducted a study to examine the impact of Hocus Focus Programme on students with Autism, Learning Disabilities, Emotional disorder Behaviour, Communication Deficiencies etc. The results showed that the programmes were helpful in increasing and memory skills, self-determination and self-esteem, socialization and collaboration and also encouraged students to help one another. Magic has been an effective strategy to motivate and inspire students to read, advance their physiotherapy, build confidence and think creatively (Ogren, K 2014).

A team of British magicians and occupational therapists started a 'breath' program to help children suffering from hemiplegia. Children with this disorder find it difficult to do repetitive exercises. Breathe aims to solve this by turning these exercises into magic tricks (Breathe, 2015). Ammar, M (2016) launched 'Discover Magic' initiative in which students are taught magic tricks designed to develop traits such as self-confidence, creativity, communication skills, preparation and resilience (Johnston, 2016).

Elder, K et.al. (2019) used magic tricks or illusions to teach college students and found a significant improvement on exam test item scores, a significant improvement on the satisfaction of the students towards the class and improved class attendance.

Significance of using magic tricks in teaching

Student classroom performance is strongly influenced by relationship with teacher and use of magic trick is one method by which teacher can build good rapport with them. In such classrooms, students will be less intimidated and less inhibited about asking questions or making comments. Magic tricks depend on assumptions about the world and magicians skilfully violate these assumptions to create mysteries (Kuhn &Rensink, 2014).

A teacher who effectively prepares and uses magic in the classroom will find that teaching is more fun and enjoyable. A central part of magic is the experience of wonder that arise from perceiving an event that is apparently impossible which leads to humour, amazement and surprise. Students tend to value and appreciate teachers who can effectively use magic in their teaching. It has been found that when people have more fun on their job, they perform better. Magic can increase the student perception of teacher credibility if it

enhances learning. Further, magic can keep the students awake, energized and excited. Being able to perform magic and illusions for teaching purposes is undoubtedly an exciting fun, and a new strategy which has a strong effect on learners regardless of age, gender or race, says Hatziapostolous, a senior lecturer, Department of computer science, University of Sheffield (2019).

Magic tricks as a Teaching Tool

Humour/magic coupled with the use of analogy and metaphor provides students with added positive associations and they are more likely to remember the information (Hill, 1988). Magic can be a fun method to clarify, visualize and emphasize many academic concepts regardless of level (primary, secondary or tertiary education) and regardless of the discipline (Psychology, physics, chemistry, mathematics, economics, computer science etc.) (Hatziapostolous, T ,2019). The use of magic can create a visual anchor for learning and when supported by an oral explanation of the concept, connect with a majority of the students in the class (Elder, K et.al.,2019).

Devadoss and Foltz (1996) report a strong positive correlation between class attendance and student performance. Students are more likely to attend classes in which magic is used and more likely to skip boring classes. It can help students retain subject matter, especially if the magic/humour reinforces the class material (Hill, 1988). It can help students relax in a classroom setting, particularly if they are fearful or insecure in their ability to master the material of a course. It can also reduce the authoritarian position of the teacher, allowing him/her to be facilitator of the learning process. It is one of the effective means of enhancing students' motivation to study any subject and to enhance group cohesion. Most of the students appreciate funny stories, comments, jokes, magical tricks and professional humour (John, Sagy 2019). Magic tricks can also be used as an instructional defibrillator.

Use of humour (magic tricks) is highly effective especially in dread courses (Kher et.al.1999). A dread course is one that students sometimes avoid due to a lack of self-confidence, perceived difficulty of the material, or a previous negative experience in a content area such as mathematics or statistics. The use of magic tricks seems to have a positive effect not only on learning but also on classroom management by promoting relaxation and creating a comfortable classroom climate.

Researchers have identified a positive relationship between teacher's use of humour (magic tricks) and student evaluations of the teacher (Torok et.al.2004). Studies and interviews with students consistently rate 'sense of humour' as being a highly regarded characteristic in teachers. Students often remember their favourite teachers as being those who created a fun environment and made them laugh. Teachers who use strategies that promote

the connection between humour (magic tricks) and learning usually provide students with their best school experiences (Bergen, 1992). Magic tricks can be used for many purposes, but using them as a teaching tool in the class seems to be most appropriate.

Benefits of use of magic tricks in the classroom

- Trigger students' intellectual curiosity and imaginations.
- Helping children to think creatively and critically.
- Keeping the students engaged and motivated in learning.
- Create positive student-teacher rapport.
- Enhance self-confidence and self-esteem of the teacher.
- Illustrate certain concepts in science and social science subject areas.
- Enhance verbal and non-verbal public speaking skills.
- Create an overall positive classroom climate.

Guidelines for appropriate use of magic in the classroom

- It should be used sparingly and, not on a regular basis
- Never reveal how do you do the trick
- Never repeat a magic trick for the same audience
- Teacher should use magic tricks only after mastering the performance of the trick
- The magic should not overpower the lesson

Limitations of use of magic tricks in the classroom

- Intensive practice and training on the part of the required to perfect this art.
- A trick used to teach a particular concept in a class may not be effective if used for teaching another concept in the same class by the same or another teacher.
- If a teacher uses a very funny magic trick to illustrate a concept, students are likely to remember the magic and forget the principle.
- If the students already know the trick behind a magic, then it may not become effective in the class.

Conclusion

Magic tricks have to get a solid place in classrooms due to its many proven psychological, social and cognitive (educational) benefits towards teaching-learning process. Magic tricks can be used in two ways: as a teaching tool as well as to provide a 'break' or 'breather to the brain' during a lecture. Teaching using magic does require time, effort and lot of practice from the part of the teacher. Magic tricks and other humour items are not a compulsory skill to be mastered and used on a regular interval by all teachers in the class; instead if it is used appropriately, it will definitely add an additional golden feather in the teacher's cap. In conclusion, the author would like to remind teachers that the thoughtful use of magic tricks in the classroom can contribute to the effectiveness of teaching and learning. Further research in this area is required for better understanding of how magic tricks affects teaching and learning.

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